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ABSTRACT

This document represents one section of the Delaware Teachers' Desk Reference to Standards and Performance Indicators for Curriculum Planning and Unit Development produced by the Delaware Department of Education. The Desk Reference is part of the Delaware Department of Education's ongoing efforts to provide assistance and support to local school districts in their development of a standards-based curriuclulm. This portion of the Desk Reference presents the Secondary Level English Language Arts Standards for grades 9 through 12, along with end of cluster expectations and performance indicators, which serve as the basis for the English Language Arts assessment items in the Delaware Student Testing Program. The Standards and sub-areas in the paper are: (1) Students will use written and oral English appropriate for various purposes and audiences (informative writing, persuasive writing, and oral communication); (2) Students will construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading and viewing (decoding and word recognition strategies, vocabulary, self-monitoring of comprehension, demonstration of overall understanding of oral and printed texts, critical analysis and evaluation of information, extension of meaning, and presence and role of mass media); (3) Students will access, organize, and evaluate information gained by listening, reading, and viewing (identification, location, and selection; organization, manipulation, and expression; and evaluation); and (4) Students will use literary knowledge accessed through print and visual media to connect self to society and culture (connections with characters, response to literary text and media, and connection of self with society and culture). (Contains a 41-item glossary.) (RS)

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ED 462 713

ENGLISH LANGUAGE ARTS

Delaware Teachers' Desk Reference

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CS 510 790

ENGLISH LANGUAGE ARTS STANDARD ONE

Students will use written and oral English appropriate for various purposes and audiences.

END OF CLUSTER EXPECTATIONS

Written Communication

Writing is a flexible and recursive process that encompasses identifying **purposes** and **audiences**, prewriting, drafting, revising, editing, and publishing. The use of a variety of **technologies** will facilitate this process.

Writers at all grade levels will produce **texts** that exhibit the following **language conventions**, all of which are consistent with the **genre** and **purpose** of the writing:

- **sentence formation**
- **conventions**

The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

PERFORMANCE INDICATORS
Language Conventions

(Words in **bold** are to be defined in the glossary.)

Grade Eight

Students will be able to

8.101 edit words that are misspelled and refer to resources for correction.
8.102 use conventional spelling and usage.
8.103 identify variations from Standard English and refer to resources for standard usage.
8.104 use complete sentences varied in length and structure.
8.105 use correct capitalization.
8.106 use correct subject-verb agreement and noun-pronoun agreement.
8.107 use correct punctuation.
8.108 use consistent verb tense.

Grade Nine

Students will be able to

9.101 edit **texts** for misspelled words and refer to resources for correction.
9.102 edit **texts** for word usage and refer to resources for correction.
9.103 identify variations from Standard English and refer to resources for **appropriate** application.
9.104 use complete sentences varied in length and structure.
9.105 use correct capitalization.
9.106 use correct subject-verb agreement and noun-pronoun agreement.
9.107 use correct punctuation.
9.108 use consistent, **appropriate** verb tense.
9.109 use **active** and **passive voice** appropriately.
9.110 use **parallel structure**.

Grade Ten

Students will be able to

10.101 edit **texts** for misspelled words and refer to resources for correction.
10.102 edit **texts** for word usage and refer to resources for correction.
10.103 identify variations from Standard English and refer to resources for **appropriate** application.
10.104 use complete sentences varied in length and structure.
10.105 use correct capitalization.
10.106 use correct subject-verb agreement and noun-pronoun agreement.
10.107 use correct punctuation.
10.108 use consistent, **appropriate** verb tense.
10.109 use **active** and **passive voice** appropriately.
10.110 use **parallel structure**.

Grades Eleven and Twelve

Students will be able to

11.101 edit **texts** for misspelled words and refer to resources for correction.
11.102 edit **texts** for word usage and refer to resources for correction.
11.103 evaluate variations from Standard English and refer to resources for **appropriate** application.
11.104 use complete sentences varied in length and structure.
11.105 vary the length of paragraphs and sentences according to the context for writing.
11.106 use correct capitalization.
11.107 use correct subject-verb agreement and noun-pronoun agreement.
11.108 use correct punctuation.
11.109 use consistent, **appropriate** verb tense.
11.110 use **active** and **passive voice** appropriately.
11.111 use **parallel structure**.
11.112 make decisions regarding layout and format.

ENGLISH LANGUAGE ARTS STANDARD ONE

Students will use written and oral English appropriate for various purposes and audiences.

END OF CLUSTER EXPECTATIONS

By the end of **grade 8**, students will write **expressive (author-oriented) texts*** both personal and literary, that

- reveal self-discovery and reflection;
- demonstrate experimentation with techniques which could include dialogue;
- demonstrate experimentation with **appropriate** modes which could include narration and description;
- demonstrate ***a variety of*** **rhetorical forms**;
- ***demonstrate experimentation with characterization and language natural to the piece.***

By the end of **grade 10**, students will write **expressive (author-oriented) texts*** both personal and literary, that

- reveal self-discovery and reflection;
- demonstrate techniques which could include dialogue, ***characterization, a natural use of language, or effective point of view;***
- demonstrate ***the use of*** **appropriate** modes which could include narration and description;
- demonstrate a variety of **rhetorical forms**.

***Expressive (author-oriented) Texts** - Written or oral communication intended to allow the speaker to reveal his or her own thoughts, beliefs, feelings, etc. Literary expression is included in this **purpose** as it is often through literary or creative writing that a person finds the vehicle for such self-expression. The **text** is author-oriented in that the speaker/writer is concerned primarily with expressing his or her own thoughts, with less focus on the needs of or the effect on an **audience**.

Writers will produce **texts** that exhibit the following **textual features**, all of which are consistent with expressive writing: **development, organization, style, and word choice**.

The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

PERFORMANCE INDICATORS
Expressive Writing

Grade Eight

Students will be able to
8.109 reveal self-discovery and reflection.
8.110 use a variety of engaging beginnings.
8.111 use **appropriate** organizing structures.
8.112 use well-chosen, elaborated details to clarify

Grade Nine

Students will be able to
9.111 use a writing process.
9.112 reveal self-discovery and reflection.
9.113 use a variety of engaging beginnings.
9.114 use **appropriate** organization.

Grade Ten

Students will be able to

10.111 use a writing process.
10.112 reveal self-discovery and reflection.
10.113 use a variety of engaging beginnings.
10.114 use **appropriate**

Grades Eleven and Twelve

Students will be able to

11.113 use a writing process.
11.114 reveal and **analyze** self-discovery and reflection.
11.115 use a variety of engaging beginnings and determine their

ideas for the intended **audience**.
8.113 use **appropriate transitions**.
8.114 conclude in a logical, effective way.
8.115 use engaging writing and vivid word choice reflective of their **voice**.
8.116 use varying points of view.
8.117 use a range of **appropriate** techniques (e.g., dialogue, figures of speech).
8.118 experiment with language natural to the piece (e.g., dialect, slang, jargon).
8.119 experiment with characterization.
8.120 experiment with **appropriate** modes which could include narration and description.
8.121 experiment with a variety of **rhetorical forms**.

9.115 use well-chosen, elaborated details to clarify ideas for the intended **audience**.
9.116 conclude in a logical, effective way.
9.117 use **appropriate transitions** (e.g., words, phrases, sentences, paragraphs).
9.118 use engaging writing and vivid word choice reflective of **voice**.
9.119 use **point of view** effectively.
9.120 use a range of **appropriate** techniques (e.g., dialogue, **figurative language**).
9.121 use language natural to the piece.
9.122 use character development.
9.123 use **appropriate modes** which could include narration and description.

organization.
10.115 use well-chosen, elaborated details to clarify ideas for the intended **audience**.
10.116 conclude in a logical, effective way.
10.117 use **appropriate transitions** (e.g., words, phrases, sentences, paragraphs).
10.118 use engaging writing and vivid word choice reflective of **voice**.
10.119 use **point of view** effectively.
10.120 use a range of **appropriate** techniques (e.g., dialogue, **figurative language**).
10.121 use language natural to the piece.

effectiveness.
11.116 use effective organization.
11.117 use well-chosen, elaborated details to clarify and extend ideas for the intended **audience** (e.g., valid personal and expert opinions; examples, statistics, data, restatements, paraphrases, comparisons, and quotations).
11.118 conclude in a logical, effective way.

ENGLISH LANGUAGE ARTS STANDARD ONE

Students will use written and oral English appropriate for various purposes and audiences.

END OF CLUSTER EXPECTATIONS

By the end of **grade 8**, students will write **expressive (author-oriented) texts*** both personal and literary, that

- reveal self-discovery and reflection;
- demonstrate experimentation with techniques which could include dialogue;
- demonstrate experimentation with **appropriate** modes which could include narration and description;
- demonstrate ***a variety of*** **rhetorical forms**;
- ***demonstrate experimentation with characterization and language natural to the piece.***

By the end of **grade 10**, students will write **expressive (author-oriented) texts*** both personal and literary, that

- reveal self-discovery and reflection;
- demonstrate techniques which could include dialogue, ***characterization, a natural use of language, or effective point of view;***
- demonstrate ***the use of*** **appropriate** modes which could include narration and description;
- demonstrate a variety of **rhetorical forms**.

***Expressive (author-oriented) Texts** - Written or oral communication intended to allow the speaker or writer to reveal his or her own thoughts, beliefs, feelings, etc. Literary expression is included in this **purpose** as it is often through literary or creative writing that a person finds the vehicle for such self-expression. The **text** is author-oriented in that the speaker/writer is concerned primarily with expressing his or her own thoughts, with less focus on the needs of or the effect on an **audience**.

Writers will produce **texts** that exhibit the following **textual features**, all of which are consistent with expressive writing: **development, organization, style, and word choice**.

The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

PERFORMANCE INDICATORS
Expressive Writing (Continued)

Grade Eight	Grade Nine	Grade Ten	Grades Eleven and Twelve
	Students will be able to 9.124 use a variety of **rhetorical forms**. 9.125 engage in **self-evaluation** of the piece.	Students will be able to 10.122 use character development. 10.123 use **appropriate modes** which could include narration and description. 10.124 use a variety of **rhetorical forms**. 10.125 engage in **self-evaluation** of the piece.	Students will be able to 11.119 use engaging writing and vivid word choice reflective of **voice**. 11.120 use **point of view** effectively. 11.121 use a range of **appropriate** techniques and **literary devices**. 11.122 use language natural to the piece. 11.123 use character development, varying complexity as **appropriate**. 11.124 use **appropriate modes** (e.g., narration and description). 11.125 use a variety of **rhetorical forms**. 11.126 experiment with a variety of organizational strategies/techniques to achieve an effect. 11.127 engage in **self-evaluation** of the piece.

ENGLISH LANGUAGE ARTS STANDARD ONE

Students will use written and oral English appropriate for various purposes and audiences.

END OF CLUSTER EXPECTATIONS

By the end of **grade 8**, students will write **informative (subject-oriented) texts*** that

- address the needs of the **audience**;
- exhibit **appropriate** modes which could include description, narration, classification, process analysis, definition, ***cause/effect, and comparison/contrast;***
- follow the **appropriate** formats, which could include letters, summaries, messages, reports, ***memos, proposals, résumés, or applications;***
- contain primary and secondary source ***documentation,*** avoiding plagiarism.

By the end of **grade 10**, students will write **informative (subject-oriented) texts*** that

- address the needs of the **audience**;
- exhibit **appropriate** modes which could include ***complex*** description and ***complex*** narration, ***extended*** classification, ***complex*** process analysis, ***extended*** definition, ***complex*** cause/effect, and ***extended*** comparison/contrast and ***evaluation***;
- conform to the **appropriate** formats, which could include letters, summaries, messages, reports, memos, proposals, résumés, or applications;
- contain primary and secondary source **documentation**, avoiding plagiarism.

***Informative (subject-oriented) Texts** - Written or oral communication intended primarily to convey information. The **text** is subject-oriented in that the focus is on clear and complete communication of ideas rather than on changing the **audience**'s opinion or expressing the speaker/writer's personal feelings or beliefs.

Writers will produce **texts** that exhibit the following **textual features**, all of which are consistent with informative writing: **development, organization, style, and word choice**.

The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

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PERFORMANCE INDICATORS
Informative Writing

Grade Eight

Students will be able to

8.122 use written **text** to share information with a reader.
8.123 identify and address the needs of the intended **audience**.
8.124 maintain focus.
8.125 incorporate well-chosen, accurate, and relevant details.
8.126 elaborate on the topic (e.g., facts, examples).
8.127 use a logical order of presentation (introduction, body, and conclusion).
8.128 use **appropriate transitions**.
8.129 insert illustrations (e.g., pictures, graphs, maps, diagrams, charts) when applicable to support information.
8.130 maintain an **appropriate** and consistent style with precise, relevant, and effective word choice.
8.131 use **appropriate** modes which **could** include description, narration, classification, process analysis, definition, cause/effect, and comparison/contrast.

Grade Nine

Students will be able to

9.126 use a writing process.
9.127 use written **text** to share information with a reader.
9.128 develop and support a coherent **thesis statement**.
9.129 establish and maintain focus.
9.130 incorporate well-chosen, accurate, and relevant details.
9.131 elaborate on the topic.
9.132 use a logical order of presentation (introduction, body, and conclusion).
9.133 use **appropriate transitions** (e.g., words, phrases, sentences, paragraphs).
9.134 insert illustrations (e.g., pictures, graphs, maps, diagrams, charts) when applicable to support information.
9.135 maintain an **appropriate**, consistent style with precise, relevant, and effective word choice.

Grade Ten

Students will be able to

10.126 use a writing process.
10.127 use written **text** to share information with a reader.
10.128 identify and address the needs of the intended **audience**.
10.129 develop and support a coherent **thesis statement**.
10.130 incorporate well-chosen, accurate, and relevant details.
10.131 elaborate on the topic.
10.132 use a logical order of presentation (introduction, body, and conclusion).
10.133 use **appropriate transitions**.
10.134 insert illustrations (e.g., pictures, graphs, maps, diagrams, charts) when applicable to support information.
10.135 maintain an **appropriate**, consistent style with precise, relevant, and effective word choice.

Grades Eleven and Twelve

Students will be able to

11.128 use a writing process.
11.129 use written **text** to share information with a reader.
11.130 develop and support a coherent **thesis statement.**
11.131 **analyze** the needs of **audience** and compose the message accordingly.
11.132 incorporate and evaluate the impact of well-chosen, accurate, and relevant details (e.g., valid personal and expert opinions, examples, statistics, data, restatements, paraphrases, comparisons, quotations).
11.133 elaborate on the topic.
11.134 use a logical order of presentation consistent with the chosen **mode(s) of development.**

ENGLISH LANGUAGE ARTS STANDARD ONE

Students will use written and oral English appropriate for various purposes and audiences.

END OF CLUSTER EXPECTATIONS

By the end of **grade 8**, students will write **informative (subject-oriented) texts*** that

- address the needs of the **audience**;
- exhibit **appropriate** modes which could include description, narration, classification, process analysis, definition, ***cause/effect, and comparison/contrast;***
- follow the **appropriate** formats, which could include letters, summaries, messages, reports, ***memos, proposals, résumés, or applications;***
- contain **primary** and **secondary source** ***documentation,*** avoiding plagiarism.

By the end of **grade 10**, students will write **informative (subject-oriented) texts*** that

- address the needs of the **audience**;
- exhibit **appropriate** modes which could include ***complex*** description and ***complex*** narration, ***extended*** classification, ***complex*** process analysis, ***extended*** definition, ***complex*** cause/effect, and ***extended*** comparison/contrast and ***evaluation***;
- conform to the **appropriate** formats, which could include letters, summaries, messages, reports, memos, proposals, résumés, or applications;
- contain **primary** and **secondary source documentation**, avoiding plagiarism.

***Informative (subject-oriented) Texts** - Written or oral communication intended primarily to convey information. The **text** is subject-oriented in that the focus is on clear and complete communication of ideas rather than on changing the **audience**'s opinion or expressing the speaker/writer's personal feelings or beliefs.

Writers will produce **texts** that exhibit the following **textual features**, all of which are consistent with informative writing: **development, organization, style, and word choice**.

The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

PERFORMANCE INDICATORS
Informative Writing (Continued)

Grade Eight

Students will be able to

8.132 use **appropriate** formats, which **could** include letters, summaries, messages, reports, memos, proposals, résumés, and applications, and their textual features.
8.133 incorporate primary and secondary source **documentation**, avoiding plagiarism.

Grade Nine

Students will be able to

9.136 use **appropriate modes** (e.g., description, narration, classification, process analysis, definition, cause/effect, comparison/contrast, evaluation) to develop topics of increasing complexity.
9.137 use **appropriate** formats (e.g., letters, summaries, messages, reports, memos, proposals, résumés, applications) and their textual features.
9.138 incorporate **primary** and **secondary source documentation.**
9.139 avoid plagiarism.
9.140 engage in **self-evaluation** of the piece.

Grade Ten

Students will be able to

10.136 use **appropriate modes** (e.g., description, narration, classification, process analysis, definition, cause/effect, comparison/contrast, evaluation) to develop topics of increasing complexity.
10.137 use **appropriate** formats (e.g., letters, summaries, messages, reports, memos, proposals, résumés, applications) and their textual features.
10.138 incorporate **primary** and **secondary source documentation.**
10.139 avoid plagiarism.
10.140 engage in **self-evaluation** of the piece.

Grades Eleven and Twelve

Students will be able to

11.135 use **appropriate transitions.**
11.136 insert illustrations (e.g., pictures, graphs, maps, diagrams, charts) when applicable to support information.
11.137 maintain an **appropriate**, consistent style with precise, relevant, and effective word choice.

11.138 select and use **appropriate modes** (e.g., description, narration, classification, process analysis, definition, cause/effect, comparison/contrast, evaluation) to develop topics of increasing complexity.

ENGLISH LANGUAGE ARTS STANDARD ONE

Students will use written and oral English appropriate for various purposes and audiences.

END OF CLUSTER EXPECTATIONS

By the end of **grade 8**, students will write **informative (subject-oriented) texts*** that

- address the needs of the **audience**;
- exhibit **appropriate** modes which could include description, narration, classification, process analysis, definition, ***cause/effect, and comparison/contrast;***
- follow the **appropriate** formats, which could include letters, summaries, messages, reports, ***memos, proposals, résumés, or applications;***
- contain **primary** and **secondary source** ***documentation***, avoiding plagiarism.

By the end of **grade 10**, students will write **informative (subject-oriented) texts*** that

- address the needs of the **audience**;
- exhibit **appropriate** modes which could include ***complex*** description and ***complex*** narration, ***extended*** classification, ***complex*** process analysis, ***extended*** definition, ***complex*** cause/effect, and ***extended*** comparison/contrast and ***evaluation***;
- conform to the **appropriate** formats, which could include letters, summaries, messages, reports, memos, proposals, résumés, or applications;
- contain **primary** and **secondary source documentation**, avoiding plagiarism.

***Informative (subject-oriented) Texts** - Written or oral communication intended primarily to convey information. The **text** is subject-oriented in that the focus is on clear and complete communication of ideas rather than on changing the **audience**'s opinion or expressing the speaker/writer's personal feelings or beliefs.

Writers will produce **texts** that exhibit the following **textual features**, all of which are consistent with informative writing: **development, organization, style, and word choice**.

The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

PERFORMANCE INDICATORS
Informative Writing (Continued)

Grade Eight	Grade Nine	Grade Ten	Grades Eleven and Twelve Students will be able to

11.139 select and use the most effective format (e.g., letters, summaries, messages, reports, memos, proposals, résumés, applications) and its textual features.
11.140 incorporate **primary** and **secondary source documentation**.
11.141 avoid plagiarism.
11.142 experiment with a variety of organizational strategies/techniques to achieve an effect.
11.143 engage in **self-evaluation** of the piece.

ENGLISH LANGUAGE ARTS STANDARD ONE

Students will use written and oral English appropriate for various purposes and audiences.

END OF CLUSTER EXPECTATIONS

By the end of **grade 8**, students will write **argumentative and persuasive (audience-oriented) texts*** that

- address the needs of the **audience**;
- communicate a clear-cut position on an issue;
- support the position with relevant information, which could include personal and expert opinions, examples, ***statistics, and data;***
- exhibit evidence of reasoning.

By the end of **grade 10**, students will write **argumentative and persuasive (audience-oriented) texts*** that

- address the needs of the **audience**;
- communicate a clear-cut position on an issue;
- support the position with relevant information, which could include personal and expert opinions; examples, statistics, and data; ***quotations and others' opinions; a possible refutation of the opposing viewpoint;***
- exhibit evidence of reasoning.

***Argumentative and Persuasive (audience-oriented) Texts** - Written or oral communication intended to sway the **audience's** thinking or action. The **text** is **audience**-oriented in that the speaker/writer takes into consideration how best to sway the intended **audience** (i.e., what information will the **audience** need to understand the point? What objections to the point might the **audience** raise – and how can these objections be addressed? What language and/or organizational plan will be most effective with the **audience**?).

Writers will produce **texts** that exhibit the following **textual features**, all of which are consistent with expressive writing: **development, organization, style, and word choice**.

The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

PERFORMANCE INDICATORS
Persuasive Writing

Grade Eight

Students will be able to

8.134 use written **text** to state and support a position for the intended **audience**.
8.135 describe problem clearly establishing a need for solution.
8.136 state a clear-cut position on an issue.
8.137 develop arguments using relevant details which **could** include valid personal and expert opinions, examples, statistics, and data.
8.138 use a logical order of presentation to develop the position fully (state position, provide support, and conclude argument).
8.139 demonstrate **inductive** and **deductive** reasoning.
8.140 use convincing language.
8.141 use a variety of persuasive techniques.

Grade Nine

Students will be able to

9.141 use a writing process.
9.142 use written **text** to state and support a position for the intended **audience**.
9.143 describe the problem clearly and establish the need for a solution.
9.144 write a coherent **thesis statement** that presents a clear-cut position.
9.145 develop arguments using relevant details (e.g., valid personal and expert opinions; examples, statistics, and data; quotations and others' opinions; a possible refutation of the opposing viewpoint[s]).
9.146 use a logical order of presentation to develop the position fully (state position, provide support, and conclude argument).
9.147 use **appropriate transitions** (e.g., words, phrases, sentences, paragraphs).
9.148 apply **inductive** and **deductive** reasoning.
9.149 use convincing, compelling word choice and sentence formation.

Grade Ten

Students will be able to

10.141 use a writing process.
10.142 use written **text** to state and support a position for the intended **audience**.
10.143 define the problem clearly and establish the need for a solution.
10.144 write a coherent **thesis statement** that presents a clear-cut position.
10.145 develop arguments using relevant details (e.g., valid personal and expert opinions; examples, statistics, and data; quotations and others' opinions; a possible refutation of the opposing viewpoint[s]).
10.146 use a logical order of presentation to develop the position fully (state position, provide support, and conclude argument).
10.147 apply **inductive** and **deductive** reasoning.

Grades Eleven and Twelve

Students will be able to

11.144 use a writing process.
11.145 define the problem clearly and establish the need for a solution.
11.146 write a coherent **thesis statement** that presents a clear-cut position.
11.147 use a logical order of presentation to develop the position fully (state position, provide support, and conclude argument).
11.148 develop arguments using relevant details (e.g., valid personal and expert opinions, examples, statistics, data, restatements, paraphrases, comparisons, quotations).
11.149 apply **inductive** and **deductive reasoning.**

ENGLISH LANGUAGE ARTS STANDARD ONE

Students will use written and oral English appropriate for various purposes and audiences.

END OF CLUSTER EXPECTATIONS

By the end of **grade 8**, students will write **argumentative and persuasive (audience-oriented) texts*** that

- address the needs of the **audience**;
- communicate a clear-cut position on an issue;
- support the position with relevant information, which could include personal and expert opinions, examples, ***statistics, and data;***
- exhibit evidence of reasoning.

By the end of **grade 10**, students will write **argumentative and persuasive (audience-oriented) texts*** that

- address the needs of the **audience**;
- communicate a clear-cut position on an issue;
- support the position with relevant information, which could include personal and expert opinions; examples, statistics, and data; ***quotations and others' opinions; a possible refutation of the opposing viewpoint;***
- exhibit evidence of reasoning.

***Argumentative and Persuasive (audience-oriented) Texts** - Written or oral communication intended to sway the **audience's** thinking or action. The **text** is **audience**-oriented in that the speaker/writer takes into consideration how best to sway the intended **audience** (i.e., what information will the **audience** need to understand the point? What objections to the point might the **audience** raise - and how can these objections be addressed? What language and/or organizational plan will be most effective with the **audience**?).

Writers will produce **texts** that exhibit the following **textual features**, all of which are consistent with expressive writing: **development, organization, style, and word choice**.

The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

PERFORMANCE INDICATORS
Persuasive Writing (Continued)

Grade Eight	Grade Nine	Grade Ten	Grades Eleven and Twelve
	Students will be able to 9.150 use a variety of persuasive techniques (e.g., appeal to reason, appeal to authority). 9.151 engage in **self-evaluation** of the piece.	Students will be able to 10.148 use convincing, compelling word choice and sentence formation. 10.149 use a variety of persuasive techniques (e.g., appeal to reason, appeal to authority). 10.150 engage in **self-evaluation** of the piece.	Students will be able to 11.150 employ the most effective persuasive **technique**(s) for the specific piece of writing. 11.151 use convincing, compelling word choice and sentence formation. 11.152 enhance the argument with a refutation of opposing viewpoint(s). 11.153 experiment with a variety of organizational strategies/techniques to achieve an effect. 11.154 engage in **self-evaluation** of the piece.

ENGLISH LANGUAGE ARTS STANDARD ONE

Students will use written and oral English appropriate for various purposes and audiences.

END OF CLUSTER EXPECTATIONS

By the end of **grade 8**, students will be able to

- **formulate** a message,
  - including all essential information;
  - ***framing the ideas in situation-appropriate language;***
  - ***analyzing the needs of the audience***

By the end of **grade 10**, students will be able to

- **formulate** a message,
  - including all essential information;
  - framing the ideas in situation-**appropriate**
  - employing nonverbal strategies such as gestures, eye contact, facial expressions to reinforce the message and engage the

and modifying the message accordingly.

- **organize** a message appropriately for the speech situation,
  - ***applying effective patterns of organization to the situational context;***
  - ***using review to aid the audience's comprehension.***
- **deliver** a message,
  - ***adjusting the language to the situational context;***
  - ***controlling* volume, tone, speed, and enunciation;**
  - ***employing non-verbal strategies such as gestures, eye contact, facial expressions to reinforce the message and engage the audience;***
  - maintaining focus;
  - creating a strong impression of being secure and comfortable, and in command of the situation;
  - incorporating ***a range of*** audio/visual aids when **appropriate**.
- **respond** to feedback,
  - adjusting volume and speed;
  - answering questions;
  - ***repeating key ideas for clarification.***

language;

  - analyzing the needs of the **audience** and modifying the message accordingly.
- **organize** a message appropriately to the speech situation,
  - applying effective patterns of organization to the situational context;
  - using review to aid the **audience's** comprehension.
- **deliver** a message,
  - adjusting the language to the situational context;
  - ***selecting and using an appropriate presentation style to fit the situational context;***
  - controlling volume, tone, speed, and enunciation ***to achieve an intended effect;***

audience;

  - maintaining focus;
  - creating a strong impression of being secure, comfortable, and in command of the situation;
  - ***exhibiting self-control;***
  - incorporating a range of audio/visual aids when **appropriate**.
- **respond** to feedback,
  - adjusting volume and speed;
  - answering questions;
  - repeating key ideas for clarification;
  - modifying the message, delivery, and organization according to the verbal and nonverbal signals perceived during the oral presentation.

The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

PERFORMANCE INDICATORS
Oral Communication

Grade Eight

Students will be able to

8.142 use oral language for different **purposes** (inform, persuade, and express self).
Formulate a message:
8.143 include all essential information.
8.144 frame the ideas in situation-**appropriate** language.
8.145 **analyze** the needs of the **audience** and modify the message accordingly.
Organize a message:
8.146 develop and organize content based upon the intended **audience** and **purpose**.
8.147 use review to aid the **audience's** comprehension.
Deliver a message:
8.148 adjust the language to the situational context.

Grade Nine

Students will be able to

9.152 use oral language for different **purposes** (inform, persuade, and express self).
Formulation of a Message:
9.153 include all essential information.
9.154 frame ideas in situation-**appropriate** language.
9.155 **analyze** the needs of the **audience** and modify the message accordingly.
Organization of a Message:
9.156 develop and organize content based upon the intended **audience** and **purpose**.
9.157 review to aid the **audience**'s comprehension.
Delivery of a Message:
9.158 adjust the language to the situational context.
9.159 select and use an **appropriate** presentation style to fit the situational context.
9.160 maintain focus.

Grade Ten

Students will be able to

10.151 use oral language for different **purposes** (inform, persuade, express self).
Formulation of a Message:
10.152 include all essential information.
10.153 frame ideas in situation-**appropriate** language.
10.154 **analyze** the needs of the **audience** and modify the message accordingly.
Organization of a Message:
10.155 develop and organize content based upon the intended **audience** and **purpose**.
10.156 review to aid the **audience**'s comprehension.
Delivery of a Message:
10.157 adjust the language to the situational context.
10.158 select and use an **appropriate** presentation style to fit the situational context.
10.159 maintain focus.

Grades Eleven and Twelve

Students will be able to

11.155 use oral language for different **purposes** (inform, persuade, express self).
Formulation of a Message:
11.156 include all essential information.
11.157 express ideas in situation-**appropriate** language (formal and informal).
11.158 **analyze** the needs of the **audience** and modify the message accordingly.
Organization of a Message:
11.159 develop and organize content based upon the **purpose** and the desired effect on the intended **audience**.
11.160 review to aid the **audience's** comprehension.
Delivery of a Message:
11.161 adjust the language to the situational context.
11.162 select and use an **appropriate** presentation style to fit the situational context.
11.163 maintain focus.

ENGLISH LANGUAGE ARTS STANDARD ONE

Students will use written and oral English appropriate for various purposes and audiences.

END OF CLUSTER EXPECTATIONS

By the end of **grade 8**, students will be able to

- **formulate** a message,
  - including all essential information;
  - ***framing the ideas in situation-appropriate language;***
  - ***analyzing the needs of the audience***

By the end of **grade 10**, students will be able to

- **formulate** a message,
  - including all essential information;
  - framing the ideas in situation-**appropriate**

- employing nonverbal strategies such as gestures, eye contact, facial expressions to reinforce the message and engage the

and modifying the message accordingly.

- **organize** a message appropriately for the speech situation,
  - ***applying effective patterns of organization to the situational context;***
  - ***using review to aid the audience's comprehension.***
- **deliver** a message,
  - ***adjusting the language to the situational context;***
  - ***controlling* volume, tone, speed, and enunciation;**
  - ***employing non-verbal strategies such as gestures, eye contact, facial expressions to reinforce the message and engage the audience;***
  - maintaining focus;
  - creating a strong impression of being secure and comfortable, and in command of the situation;
  - incorporating ***a range of*** audio/visual aids when **appropriate**.
- **respond** to feedback,
  - adjusting volume and speed;
  - answering questions;
  - ***repeating key ideas for clarification.***

language;

- analyzing the needs of the **audience** and modifying the message accordingly.
- **organize** a message appropriately to the speech situation,
  - applying effective patterns of organization to the situational context;
  - using review to aid the **audience's** comprehension.
- **deliver** a message,
  - adjusting the language to the situational context;
  - ***selecting and using an appropriate presentation style to fit the situational context;***
  - controlling volume, tone, speed, and enunciation ***to achieve an intended effect;***

audience;

- maintaining focus;
- creating a strong impression of being secure, comfortable, and in command of the situation;
- ***exhibiting self-control;***
- incorporating a range of audio/visual aids when **appropriate**.
- **respond** to feedback,
  - adjusting volume and speed;
  - answering questions;
  - repeating key ideas for clarification;
  - modifying the message, delivery, and organization according to the verbal and nonverbal signals perceived during the oral presentation.

The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

PERFORMANCE INDICATORS
Oral Communication (Continued)

Grade Eight

Students will be able to

8.149 control volume, tone, speed, and enunciation.
8.150 employ non-verbal strategies such as gestures, eye contact, facial expressions to reinforce the message and engage the **audience**.
8.151 maintain focus.
8.152 create a strong impression of being secure and comfortable and in command of the situation.
8.153 incorporate a range of audio/visual aids when **appropriate**.

Respond to feedback:
8.154 use explicit cues to adjust volume and speed.
8.155 answer questions.
8.156 repeat key ideas for clarification.

Grade Nine

Students will be able to

9.161 incorporate a range of audio/visual aids when **appropriate**.
9.162 use various techniques for effective speaking (e.g., modulation of voice, inflection, tempo, enunciation, physical gestures) and demonstrate poise and self-control while speaking.
9.163 engage in **self-evaluation** of the speaking experience.

Response to Feedback
9.164 adjust volume and speed.
9.165 answer questions.
9.166 repeat key ideas for clarification.
9.167 modify the message, delivery, and organization according to the verbal and nonverbal signals perceived during the oral presentation.

Grade Ten

Students will be able to

10.160 incorporate a range of audio/visual aids when **appropriate**.
10.161 use various techniques for effective speaking (e.g., modulation of voice, inflection, tempo, enunciation, physical gestures) and demonstrate poise and self-control while speaking.
10.162 engage in **self-evaluation** of the speaking experience.

Response to Feedback
10.163 adjust volume and speed.
10.164 answer questions.
10.165 repeat key ideas for clarification.
10.166 modify the message, delivery, and organization according to the verbal and nonverbal signals perceived during the oral presentation.

Grades Eleven and Twelve

Students will be able to

11.164 use various techniques for effective speaking (e.g., modulation of voice, inflection, tempo, enunciation, physical gestures) and demonstrate poise and self-control while speaking.
11.165 incorporate a range of audio/visual aids when **appropriate**.
11.166 engage in **self-evaluation** of the speaking experience.

Response to Feedback:
11.167 adjust volume and speed.
11.168 answer questions.
11.169 repeat key ideas for clarification.
11.170 modify the message, delivery, and organization according to the verbal and nonverbal signals perceived during the oral presentation.

ENGLISH LANGUAGE ARTS STANDARD TWO

Students will construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading and viewing.

END OF CLUSTER EXPECTATIONS

By the end of grade 8, using appropriate texts, students will be able to

- select and apply efficient, effective decoding and other word recognition strategies to comprehend printed

By the end of grade 10**, using** appropriate texts**, students will be able to**

- select and apply efficient, effective decoding and other word recognition strategies to comprehend printed

texts.

texts.

The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

PERFORMANCE INDICATORS
Decoding And Word Recognition Strategies

Grade Eight	Grade Nine	Grade Ten	Grades Eleven and Twelve
Students will be able to	Students will be able to	Students will be able to	Students will be able to
8.157 use a combination of effective, efficient word recognition strategies to facilitate comprehension (e.g., context clues, word parts, phonics, **analogy**). 8.158 read **appropriate** eighth-grade **texts fluently** (orally).	9.168 use a combination of effective, efficient word recognition strategies to facilitate comprehension (e.g., context clues, word parts, phonics, **analogy**). 9.169 read aloud ninth-grade **texts fluently**.	10.167 use a combination of effective, efficient word-recognition strategies to facilitate comprehension (e.g., context clues, word parts, phonics, analogy). 10.168 read aloud tenth-grade **texts fluently**.	11.171 use a combination of effective, efficient word-recognition strategies to facilitate comprehension (e.g., context clues, word parts, phonics, analogy). 11.172 read aloud eleventh (and twelfth)-grade **texts fluently**.

ENGLISH LANGUAGE ARTS STANDARD TWO

Students will construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading and viewing.

END OF CLUSTER EXPECTATIONS

By the end of **grade 8**, using **appropriate texts**, students will be able to

- develop an increasingly extensive vocabulary and actively seek the meaning of unknown words as an

By the end of **grade 10**, using **appropriate texts**, students will be able to

- develop an increasingly extensive vocabulary and actively seek the meaning of unknown words as an

important facet of comprehending **texts** and messages by

- using context clues to determine the meanings of words;
- using reference works, technology and human resources to learn the meaning of unknown words (e.g., dictionaries, thesaurus, computer software).

important facet of comprehending **texts** and messages by

- using context clues to determine the meanings of words;
- using reference works, technology, and human resources to learn the meaning of unknown words.

The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

PERFORMANCE INDICATORS
Vocabulary

Grade Eight	Grade Nine	Grade Ten	Grades Eleven and Twelve
Students will be able to	Students will be able to	Students will be able to	Students will be able to
8.159 use context clues to determine the meaning of words. 8.160 use reference works (e.g., dictionaries, thesauruses, glossaries, technology, human resources).	9.170 use context clues to determine the meaning of words. 9.171 use reference works, technology, and human resources to learn the meaning of unknown words.	10.169 use context clues to determine the meaning of words. 10.170 use reference works, technology, and human resources to learn the meaning of unknown words.	11.173 use context clues to determine the meaning of words. 11.174 use reference works, technology, and human resources to learn the meaning of unknown words.

ENGLISH LANGUAGE ARTS STANDARD TWO

Students will construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading and viewing.

END OF CLUSTER EXPECTATIONS

By the end of **grade 8**, using **appropriate texts**, students will be able to

- self-monitor comprehension while listening, reading, and viewing by

By the end of **grade 10**, using **appropriate texts**, students will be able to

- self-monitor comprehension while listening, reading, and viewing by

- generating a purpose for reading, listening, or viewing;
- assimilating information with prior knowledge to revise predictions and understandings, and to make inferences;
- taking **appropriate** actions (e.g., rereading to make sense, adjusting rate of reading, seeking the meaning of unknown vocabulary) to enhance understanding of oral and written **text**.

- generating a purpose for reading, listening, or viewing;
- assimilating information with prior knowledge to revise predictions and understandings, and to make inferences;
- taking **appropriate** actions (e.g., rereading to make sense, adjusting rate of reading, seeking the meaning of unknown vocabulary) to enhance understanding of oral and written **text**.

The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

PERFORMANCE INDICATORS
Self-Monitoring Of Comprehension

Grade Eight

Students will be able to

8.161 set purpose(s) for reading, listening, or viewing.
8.162 make and revise predictions.
8.163 **assimilate** information and prior knowledge to make inferences.
8.164 self-monitor comprehension, taking **appropriate** actions (e.g., reread, adjust rate of reading, seek meaning of unknown vocabulary, use think-aloud strategies).

Grade Nine

Students will be able to

9.172 understand that reading is a purposeful process of constructing meaning and making revisions of initial understandings.
9.173 independently apply a reading process and strategies to a variety of **genres.**
9.174 generate a purpose for reading, listening, or viewing.
9.175 **assimilate** information with prior knowledge to revise predictions and understandings and to make inferences.
9.176 take **appropriate** actions (e.g., rereading to make sense, adjusting rate of reading, seeking the meaning of unknown vocabulary) to enhance understanding of oral and written **text**.

Grade Ten

Students will be able to

10.171 understand that reading is a purposeful process of constructing meaning and making revisions of initial understandings.
10.172 independently apply a reading process and strategies to numerous **genres**.
10.173 generate a purpose for reading, listening, or viewing.
10.174 **assimilate** information with prior knowledge to revise predictions and understandings and to make inferences.
10.175 take **appropriate** actions (e.g., rereading to make sense, adjusting rate of reading, seeking the meaning of unknown vocabulary) to enhance understanding of oral and written **text**.

Grades Eleven and Twelve

Students will be able to

11.175 understand that reading is a purposeful process of constructing meaning and making revisions of initial understandings.
11.176 independently apply a reading process and strategies to a variety of **genres**.
11.177 generate a purpose for reading, listening, or viewing.
11.178 **assimilate** information and knowledge to predict and infer.
11.179 take **appropriate** actions (e.g., rereading to make sense, adjusting rate of reading, seeking the meaning of unknown vocabulary) to enhance understanding of oral and written **text.**

ENGLISH LANGUAGE ARTS STANDARD TWO

Students will construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading and viewing.

END OF CLUSTER EXPECTATIONS

By the end of **grade 8**, using **appropriate texts**, students will be able to

- demonstrate an overall understanding of oral and printed **texts** by

By the end of **grade 10**, using **appropriate texts**, students will be able to

- demonstrate an overall understanding of oral and printed **texts** by

- making and revising predictions as needed;
- identifying the story elements (e.g., characters, setting, plot);
- identifying and interpreting **figurative language** and **literary devices** (e.g., simile, metaphor, ***allusion***);
- retelling a story or restating an informative **text** through speaking and/or writing;
- organizing the important points of the **text** via summaries, outlines, and/or **graphic organizers**;
- identifying the author's **purpose**;
- comparing information between and within **text**;
- discriminating between fact and opinion;
- drawing conclusions;
- accepting or rejecting the validity of the information and giving supporting evidence;
- relating the content of the **text** to real-life situations.

- making and revising predictions as needed;
- identifying the story elements (e.g., characters, setting, plot);
- ***interpreting the impact of figurative language and literary devices;***
- retelling a story or restating an informative **text** through speaking and/or writing;
- organizing the important points of the **text** via summaries, outlines, and/or **graphic organizers**;
- identifying the author's **purpose**;
- comparing information between and within **text**;
- discriminating between fact and opinion;
- drawing conclusions;
- accepting or rejecting the validity of the information and giving supporting evidence;
- relating the **text's** content to real-life situations.

The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

PERFORMANCE INDICATORS
Demonstration Of Overall Understanding Of Oral And Printed Texts

Grade Eight

Students will be able to

8.165 make, revise, and support predictions.
8.166 identify the story elements (e.g., character, setting, **theme**, plot).
8.167 identify and interpret **figurative language** and **literary devices** (e.g., similes, metaphors, personification, **point of view**, allusion).
8.168 retell stories including important details in oral and written form.
8.169 restate informative **texts** including important details.
8.170 organize the important points of **text** using summaries, outlines, or other **graphic organizers**.
8.171 identify author's **purpose**.
8.172 compare information within and between **texts**.
8.173 discriminate between fact and opinion.
8.174 draw conclusions and determine cause-effect.

Grade Nine

Students will be able to

9.177 make, revise, and support predictions.
9.178 identify literary elements (e.g., characters, setting, theme, plot, conflict).
9.179 interpret the impact of **figurative language** and **literary devices**.
9.180 retell a story or restate an informative **text** through speaking and/or writing.
9.181 organize the important points of the **text** via summaries, outlines, and/or **graphic organizers**.
9.182 identify the author's **purpose**.
9.183 compare information between and within **text**(s).
9.184 differentiate between fact and opinion.
9.185 draw conclusions.
9.186 accept or reject the validity of the information and give supporting evidence.
9.187 relate the **text's** content to real-life situations.

Grade Ten

Students will be able to

10.176 make, revise, and support predictions.
10.177 identify literary elements (e.g., characters, setting, theme, plot, conflict).
10.178 interpret the impact of **figurative language** and **literary devices**.
10.179 retell a story or restate an informative **text** through speaking and/or writing.
10.180 organize the important points of the **text** via summaries, outlines, and/or **graphic organizers**.
10.181 identify the author's **purpose**.
10.182 compare information between and within **text**(s).
10.183 discriminate between fact and opinion.
10.184 draw conclusions.
10.185 accept or reject the validity of the information and give supporting evidence.
10.186 relate the **text's** content to real-life situations.

Grades Eleven and Twelve

Students will be able to

11.180 make, revise, and support predictions.
11.181 identify literary elements (e.g., character, setting, theme, plot, conflict).
11.182 interpret the impact of **figurative language** and **literary devices**.
11.183 retell a story or restate an informative **text** through speaking and/or writing.
11.184 organize the important points of the **text** via summaries, outlines, and/or **graphic organizers**.
11.185 identify the author's **purpose**.
11.186 compare information between and within **text**(s).
11.187 discriminate between fact and opinion.
11.188 draw conclusions.
11.189 accept or reject the validity of the information and give supporting evidence.
11.190 relate the **text's** content to real-life situations.

ENGLISH LANGUAGE ARTS STANDARD TWO

Students will construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading and viewing.

END OF CLUSTER EXPECTATIONS

By the end of **grade 8**, using **appropriate texts**, students will be able to

- demonstrate an overall understanding of oral and

By the end of **grade 10**, using **appropriate texts**, students will be able to

- demonstrate an overall understanding of oral and

printed **texts** by

- making and revising predictions as needed;
- identifying the story elements (e.g., characters, setting, plot);
- identifying and interpreting **figurative language** and **literary devices** (e.g., simile, metaphor, ***allusion***);
- retelling a story or restating an informative **text** through speaking and/or writing;
- organizing the important points of the **text** via summaries, outlines, and/or **graphic organizers**;
- identifying the author's **purpose**;
- comparing information between and within **text**;
- discriminating between fact and opinion;
- drawing conclusions;
- accepting or rejecting the validity of the information and giving supporting evidence;
- relating the content of the **text** to real-life situations.

printed **texts** by

- making and revising predictions as needed;
- identifying the story elements (e.g., characters, setting, plot);
- ***interpreting the impact of figurative language and literary devices;***
- retelling a story or restating an informative **text** through speaking and/or writing;
- organizing the important points of the **text** via summaries, outlines, and/or **graphic organizers**;
- identifying the author's **purpose**;
- comparing information between and within **text**;
- discriminating between fact and opinion;
- drawing conclusions;
- accepting or rejecting the validity of the information and giving supporting evidence;
- relating the **text**'s content to real-life situations.

The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

PERFORMANCE INDICATORS
Demonstration Of Overall Understanding Of Oral And Printed Texts (Continued)

Grade Eight	Grade Nine	Grade Ten	Grades Eleven and Twelve
Students will be able to 8.175 accept or reject the validity of information, giving supporting evidence. 8.176 follow written and oral directions. 8.177 relate content of **text** to real- life situations.			

ENGLISH LANGUAGE ARTS STANDARD TWO

Students will construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading and viewing.

END OF CLUSTER EXPECTATIONS

By the end of **grade 8**, using **appropriate texts**, students will be able to

- critically **analyze** and evaluate information and messages presented through print, speech, and mass **media** by

By the end of **grade 10**, using **appropriate texts**, students will be able to

- critically **analyze** and evaluate information and messages presented through print, speech, and mass **media** by

- connecting and synthesizing information ***from many sources;***
- formulating and expressing opinions;
- responding to questions requiring **critical thinking**;
- drawing conclusions;
- ***recognizing the impact of non-literal or figurative words or expressions;***
- ***recognizing discrepancies between speaker's verbal and non-verbal messages;***
- explaining **ambiguity** in words or expressions;
- acknowledging the possibility of a variety of interpretations of the same **text**;
- evaluating **texts** and **media** presentations for bias and misinformation;
- recognizing a variety of persuasive and propaganda techniques and how they are used in a variety of forms (e.g., advertising, campaigns, news formats);
- ***evaluating expository and technical texts and media presentations for their completeness, accuracy, and clarity of communication;***
- ***evaluating the literary merit of various texts and media presentations.***

- connecting and synthesizing information from many sources;
- formulating and expressing opinions;
- responding to questions requiring **critical thinking**;
- drawing conclusions;
- ***interpreting the impact of the use of non-literal or figurative words and expressions***;
- recognizing discrepancies between speaker's verbal and non-verbal messages;
- ***overcoming problems presented by ambiguity;***
- ***proposing other interpretations as valid if supported by the text;***
- evaluating **texts** and **media** presentations for bias and misinformation;
- recognizing a variety of persuasive and propaganda techniques and how they are used in a variety of forms (e.g., advertising, campaigns, news formats);
- ***distinguishing between emotional and logical arguments;***
- evaluating expository and technical **texts** and **media** presentations for their completeness, accuracy, and clarity of communication;
- evaluating the **literary merit** of various **texts** and **media** presentations.

The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

PERFORMANCE INDICATORS
Critical Analysis And Evaluation Of Information

Grade Eight

Students will be able to

8.178 connect and **synthesize** information from different sources.
8.179 formulate, express, and support opinions.
8.180 respond to a variety of questions (**critical thinking**).
8.181 draw conclusions.
8.182 recognize the impact of nonliteral or figurative words or expressions.
8.183 recognize discrepancies between the speaker's verbal and nonverbal messages.
8.184 explain **ambiguity** in words or expressions.
8.185 acknowledge the possibility of a variety of interpretations of the same **text**.
8.186 evaluate **texts** and **media** presentations for bias and misinformation.
8.187 recognize a variety of persuasive and propaganda techniques and how they are used in a variety of forms (e.g., advertising, campaigns, news formats).

Grade Nine

Students will be able to

9.188 connect and **synthesize** information from many sources.
9.189 formulate, express, and support opinions.
9.190 respond to questions requiring **critical thinking**.
9.191 draw conclusions.
9.192 interpret the impact of the use of non-literal or figurative words and expressions.
9.193 recognize discrepancies between the speaker's verbal and non-verbal messages.
9.194 overcome problems presented by **ambiguity**.
9.195 propose other interpretations as valid if supported by the **text**.
9.196 evaluate **texts** and **media** presentations for bias and misinformation.
9.197 recognize a variety of persuasive and propaganda techniques and identify how they are used (e.g., advertising, news formats, campaigns).

Grade Ten

Students will be able to

10.187 connect and **synthesize** information from many sources.
10.188 formulate, express, and support opinions.
10.189 respond to questions requiring **critical thinking**.
10.190 draw conclusions.
10.191 interpret the impact of the use of non-literal or figurative words and expressions.
10.192 recognize discrepancies between the speaker's verbal and non-verbal messages.
10.193 overcome problems presented by **ambiguity**.
10.194 propose other interpretations as valid if supported by the **text**.
10.195 evaluate **texts** and **media** presentations for bias and misinformation.
10.196 recognize a variety of persuasive and propaganda techniques and identify how they are used in a variety of forms (e.g., advertising, news formats, campaigns).

Grades Eleven and Twelve

Students will be able to

11.191 **synthesize** information from many sources.
11.192 formulate, express, and support opinions.
11.193 think and respond critically.
11.194 draw conclusions.
11.195 **analyze** literary elements.
11.196 interpret the impact of the use of non-literal or figurative words and expressions.
11.197 understand the influence of gender on language use.
11.198 demonstrate a general understanding of the development of the English language.
11.199 understand the implications of using different forms of language.
11.1100 examine discrepancies between the speaker's verbal and non-verbal messages.
11.1101 overcome problems presented by **ambiguity.**

ENGLISH LANGUAGE ARTS STANDARD TWO

Students will construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading and viewing.

END OF CLUSTER EXPECTATIONS

By the end of **grade 8**, using **appropriate texts**, students will be able to

- critically **analyze** and evaluate information and

By the end of **grade 10**, using **appropriate texts**, students will be able to

- critically **analyze** and evaluate information and

messages presented through print, speech, and mass **media** by

- connecting and synthesizing information ***from many sources;***
- formulating and expressing opinions;
- responding to questions requiring **critical thinking**;
- drawing conclusions;
- ***recognizing the impact of non-literal or figurative words or expressions;***
- ***recognizing discrepancies between speaker's verbal and non-verbal messages;***
- explaining **ambiguity** in words or expressions;
- acknowledging the possibility of a variety of interpretations of the same **text**;
- evaluating **texts** and **media** presentations for bias and misinformation;
- recognizing a variety of persuasive and propaganda techniques and how they are used in a variety of forms (e.g., advertising, campaigns, news formats);
- ***evaluating expository and technical texts and media presentations for their completeness, accuracy, and clarity of communication;***
- ***evaluating the literary merit of various texts and media presentations.***

messages presented through print, speech, and mass **media** by

- connecting and synthesizing information from many sources;
- formulating and expressing opinions;
- responding to questions requiring **critical thinking**;
- drawing conclusions;
- ***interpreting the impact of the use of non-literal or figurative words and expressions***;
- recognizing discrepancies between speaker's verbal and non-verbal messages;
- ***overcoming problems presented by ambiguity;***
- ***proposing other interpretations as valid if supported by the text;***
- evaluating **texts** and **media** presentations for bias and misinformation;
- recognizing a variety of persuasive and propaganda techniques and how they are used in a variety of forms (e.g., advertising, campaigns, news formats);
- ***distinguishing between emotional and logical arguments;***
- evaluating expository and technical **texts** and **media** presentations for their completeness, accuracy, and clarity of communication;
- evaluating the **literary merit** of various **texts** and **media** presentations.

The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

PERFORMANCE INDICATORS
Critical Analysis And Evaluation Of Information (Continued)

Grade Eight

Students will be able to

8.188 evaluate expository and technical **texts** and **media** presentations for their completeness, accuracy, and clarity of communication.
8.189 evaluate the **literary merit** of various **texts** and **media** presentations.

Grade Nine

Students will be able to

9.198 identify emotional arguments.
9.199 identify logical arguments.
9.1100 evaluate expository **texts**, technical **texts**, and **media** presentations for completeness, accuracy, and clarity of communication.
9.1101 evaluate the **literary merit** of various **texts** and **media** presentations.

Grade Ten

Students will be able to

10.197 distinguish between emotional and logical arguments.
10.198 evaluate expository **texts**, technical **texts**, and **media** presentations for their completeness, accuracy, and clarity of communication.
10.199 evaluate the **literary merit** of various **texts** and **media** presentations.

Grades Eleven and Twelve

Students will be able to

11.1102 propose other interpretations as valid if supported by the **text**.
11.1103 evaluate **texts** and **media** presentations for bias and misinformation.
11.1104 **critique** the effectiveness of persuasive and propaganda techniques.
11.1105 **analyze** the author's **purpose**.
11.1106 distinguish between emotional and logical arguments.
11.1107 evaluate expository **texts**, technical **texts**, and **media** presentations for their completeness, accuracy, and clarity of communication.
11.1108 evaluate the **literary merit** of various **texts** and **media** presentations.
11.1109 evaluate the validity of information.

ENGLISH LANGUAGE ARTS STANDARD TWO

Students will construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading and viewing.

END OF CLUSTER EXPECTATIONS

By the end of **grade 8**, using **appropriate texts**, students will be able to

- extend meaning by

By the end of **grade 10**, using **appropriate texts**, students will be able to

- extend meaning by

- offering a personal response to **texts**;
- applying information from printed, electronic, and **oral texts** to complete **authentic tasks**;
- using **divergent thinking**.

- offering a personal response to **texts**;
- applying information from printed, electronic, and **oral texts** to complete **authentic tasks**;
- using **divergent thinking**.

The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

PERFORMANCE INDICATORS
Extension Of Meaning

Grade Eight	Grade Nine	Grade Ten	Grades Eleven and Twelve
Students will be able to	Students will be able to	Students will be able to	Students will be able to
8.190 offer a personal response to **texts**. 8.191 apply information from printed, electronic, and **oral texts** to complete **authentic tasks**. 8.192 use **divergent thinking**.	9.1102 offer personal responses to **texts**. 9.1103 apply information from printed, electronic, and **oral texts** to complete **authentic tasks**. 9.1104 use **divergent thinking**.	10.1100 offer personal responses to **texts**. 10.1101 apply information from printed, electronic, and **oral texts** to complete **authentic tasks**. 10.1102 use **divergent thinking**.	11.1110 respond personally to **texts**. 11.1111 **synthesize** information from printed, electronic, and **oral texts** to complete **authentic tasks**. 11.1112 use **divergent thinking**.

ENGLISH LANGUAGE ARTS STANDARD TWO

Students will construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading and viewing.

END OF CLUSTER EXPECTATIONS

By the end of **grade 8**, using **appropriate texts**, students will be able to

- recognize the presence and role of the mass **media** in their lives by

By the end of **grade 10**, using **appropriate texts**, students will be able to

- recognize the presence and role of the mass **media** in their lives by

- evaluating how ***the content, techniques, and form*** of electronic, print, and cinematic messages affect them;
- ***identifying*** the underlying purposes of **media** messages (e.g., profit, humanitarianism, support of artistry).

- evaluating how the content, techniques, and form of electronic, print, and cinematic messages affect them;
- identifying the underlying purposes of **media** messages (e.g., profit, humanitarianism, support of artistry).

The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

PERFORMANCE INDICATORS
Presence And Role Of Mass Media

Grade Eight	Grade Nine	Grade Ten	Grades Eleven and Twelve
Students will be able to	Students will be able to	Students will be able to	Students will be able to
8.193 evaluate how the content, techniques, and form of electronic, print, and cinematic messages affect them. 8.194 identify the underlying purposes of **media** messages (e.g., profit, humanitarianism, support of artistry).	9.1105 evaluate how the content, techniques, and form of electronic, print, and cinematic messages affect them. 9.1106 identify the underlying purposes of **media** messages (e.g., profit, humanitarianism, support of artistry).	10.1103 evaluate how the content, techniques, and form of electronic, print, and cinematic messages affect them. 10.1104 identify the underlying purposes of **media** messages (e.g., profit, humanitarianism, support of artistry).	11.1113 evaluate how the content, techniques, and form of electronic, print, and cinematic messages affect them. 11.1114 **analyze** the underlying purposes of **media** messages (e.g., profit, humanitarianism, support of artistry).

ENGLISH LANGUAGE ARTS STANDARD THREE

Students will access, organize, and evaluate information gained by listening, reading, and viewing.

END OF CLUSTER EXPECTATIONS

By the end of **grade 8**, students will be able to

- **identify, locate, and select** sources of information relevant to a defined need;

By the end of **grade 10**, using **appropriate texts**, students will be able to

- **identify, locate, and select** sources of information

- **With support from the teacher as a resource and facilitator,** students will
  - use a variety of sources including printed materials, personal interviews, oral reports, forums, and **technological forms of information**;
  - ***develop and use procedures*** to gather information and ideas.
- **Independently,** students will extract information relevant to a specific **purpose**.

relevant to a defined need:

- use a variety of sources including printed materials, personal interviews, oral reports, forums, and **technological forms of information**;
- develop and use procedures to gather information and ideas;
- extract information relevant to a specific **purpose**.

The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

PERFORMANCE INDICATORS
Identification, Location, and Selection

Grade Eight

With teacher guidance, students will be able to

8.195 use a variety of sources including printed materials, personal interviews, oral reports, forums, and **technological forms of information**.

8.196 develop and use procedures to gather and organize information and ideas.

Independently, students will be able to

8.197 construct questions about a topic.

8.198 practice research techniques to obtain information.

8.199 extract information relevant to a specific **purpose**.

Grade Nine

Students will be able to

9.1107 use a variety of sources (e.g., printed materials, personal interviews, oral reports, forums, **technological forms of information**).

9.1108 develop and use procedures to gather information and ideas.

9.1109 extract information relevant to a specific **purpose**.

Grade Ten

Students will be able to

10.1105 use a variety of sources (e.g., printed materials, personal interviews, oral reports, forums, **technological forms of information**).

10.1106 develop and use procedures to gather information and ideas.

10.1107 extract information relevant to a specific **purpose**.

Grades Eleven and Twelve

Students will be able to

11.1115 identify the availability and location of potential sources.

11.1116 use a variety of sources (e.g., printed materials, personal interviews, oral reports, forums, **technological forms of information**).

11.1117 develop and use procedures to gather information and ideas.

11.1118 extract information relevant to a specific **purpose**.

ENGLISH LANGUAGE ARTS STANDARD THREE

Students will access, organize, and evaluate information gained by listening, reading, and viewing.

END OF CLUSTER EXPECTATIONS

By the end of **grade 8**, students will be able to

- **organize**, manipulate, and express the information and ideas relevant to a defined need:

By the end of **grade 10**, using **appropriate texts**, students will be able to

- **organize**, manipulate, and express the information and ideas relevant to a defined need:

- **With support from the teacher as a resource and facilitator,** students will
  - develop and follow a process for research completion;
  - use technology to **synthesize** information into a meaningful format to express ideas and experiences, and to create **text**, drawings, graphs, diagrams, photographs, videos, and graphics.
- **Independently,** students will present information which is sufficient in quantity and depth to achieve a specific **purpose**, avoiding plagiarism.

- develop and follow a process for research completion;
- use technology to **synthesize** information into a meaningful format to express ideas and experiences, and to create **text**, drawings, graphs, diagrams, photographs, videos, and graphics;
- present information which is sufficient in quantity and depth to achieve a specific **purpose**, avoiding plagiarism.

The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

PERFORMANCE INDICATORS
Organization, Manipulation, And Expression

Grade Eight

With teacher guidance, students will be able to

8.1100 use the research process
- -topic selection (choose and specify)
- -focus questions
- -research focus areas
- -use organizational strategy (e.g., note cards, outlining)
- -write rough drafts
- -revise and edit
- -cite sources
- -final copy.

8.1101 use current technology to **synthesize** information into a meaningful format to express ideas and experiences, and to create **text**, drawings, graphs, diagrams, photographs, videos, and graphics.

Independently, students will be able to

8.1102 present information which is sufficient in quantity and depth to achieve a specific **purpose**, avoiding plagiarism.

Grade Nine

Students will be able to

9.1110 develop and follow a process for research completion.

9.1111 use technology to **synthesize** information into a meaningful format to express ideas and experiences and to create **text**, drawings, graphs, diagrams, photographs, videos, and graphics.

9.1112 present information which is sufficient in quantity and depth to achieve a specific **purpose**.

9.1113 produce work without **plagiarizing**.

Grade Ten

Students will be able to

10.1108 develop and follow a process for research completion.

10.1109 use technology to **synthesize** information into a meaningful format to express ideas and experiences and to create **text**, drawings, graphs, diagrams, photographs, videos, and graphics.

10.1110 present information which is sufficient in quantity and depth to achieve a specific **purpose**.

10.1111 produce work without **plagiarizing**.

Grades Eleven and Twelve

Students will be able to

11.1119 formulate a statement of controlling **purpose**.

11.1120 develop and follow a process for research completion.

11.1121 paraphrase, summarize, and quote accurately.

11.1122 produce work without **plagiarizing**.

11.1123 use technology to **synthesize** information into a meaningful format to express ideas and experiences.

11.1124 create **texts** which employ drawings, graphs, diagrams, photographs, videos, and graphics.

11.1125 present information which is sufficient in quantity and depth to achieve a specific **purpose**.

ENGLISH LANGUAGE ARTS STANDARD THREE

Students will access, organize, and evaluate information gained by listening, reading, and viewing.

END OF CLUSTER EXPECTATIONS

By the end of **grade 8**, students will be able to

- **evaluate** both sources and information:
  - **With support from the teacher as a resource**

By the end of **grade 10**, using **appropriate texts**, students will be able to

- **evaluate** both sources and information:

and facilitator, students will

- select sources which are authoritative;
- **analyze** sources and information for accuracy, bias, stereotypes, and validity.

- **Independently,** students will

- interpret information as **appropriate** to a specific **purpose**;
- formulate logical conclusions based upon information relevant to a specific **purpose**.

- select sources which are authoritative;
- **analyze** sources and information for accuracy, bias, stereotypes, and validity;
- interpret information as **appropriate** to a specific **purpose**;
- formulate logical conclusions based upon information relevant to a specific **purpose**.

The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

own **experience** to those of literary characters by

- explaining the reasons for a character's actions;
- responding to the sensory, intellectual, and emotional elements of literature;
- relating to the feelings of characters of varying ages, genders, nationalities, races, cultures, religions and disabilities;
- identifying with characters based on a clear understanding of motivation ***and situation***;
- relating incidents in the **text** to life's experiences;
- relating the **theme** of literary **text** and **media** to personal experiences;
- seeking other literary **texts** and **media** as the result of a literary experience.

literature;

- relating to the feelings of characters of varying ages, genders, nationalities, races, cultures, religions, and disabilities;
- identifying with characters based on a clear understanding of motivation and situation;
- relating incidents in the **text** to life's experiences;
- relating the **theme** of literary **text** and **media** to personal experiences;
- seeking other literary **texts** and **media** as the result of a literary experience.

By the completion of Grade 10, *using literature appropriate for age, stage, and interests*, students will be able t

The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

PERFORMANCE INDICATORS
Connections With Characters

Grade Eight

Students will be able to

8.1107 explain the reasons for a character's actions.
8.1108 respond to sensory, intellectual, and emotional elements of literature.
8.1109 relate to the feelings of characters of varying ages, genders, races, nationalities, cultures, religions, and disabilities.
8.1110 identify with characters based on a clear understanding of motivation and situation.
8.1111 relate incidents in the **text** or **media** to life's experiences.
8.1112 relate the **themes** of literary **text** and **media** to personal experiences.
8.1113 seek other literary **texts** and **media** as the result of a literary experience.

Grade Nine

Students will be able to

9.1119 explain the reason(s) for a character's actions.
9.1120 respond to the sensory, intellectual, and emotional elements of literature.
9.1121 relate to the feelings of characters of varying ages, genders, nationalities, races, cultures, religions, and disabilities.
9.1122 identify with characters based on a clear understanding of motivation and situation.
9.1123 relate incidents in the **text** to life's experiences.
9.1124 relate **themes** of literary **text** and **media** to personal experiences.
9.1125 seek other literary **texts** and **media** as the result of a literary experience.

Grade Ten

Students will be able to

10.1117 explain the reasons for a character's actions.
10.1118 respond to the sensory, intellectual, and emotional elements of literature.
10.1119 relate to the feelings of characters of varying ages, genders, nationalities, races, cultures, religions, and disabilities.
10.1120 identify with characters based on a clear understanding of motivation and situation.
10.1121 relate incidents in the **text** to life's experiences.
10.1122 relate **themes** of literary **text** and **media** to personal experiences.
10.1123 seek other literary **texts** and **media** as the result of a literary experience.

Grades Eleven and Twelve

Students will be able to

11.1131 explain character motivation.
11.1132 respond to the sensory, intellectual, and emotional elements of literature.
11.1133 relate to the feelings of characters of varying ages, genders, nationalities, races, cultures, religions, and disabilities.
11.1134 identify with characters based on a clear understanding of motivation and situation.
11.1135 relate incidents in the **text** to life's experiences.
11.1136 relate **themes** of literary **text** and **media** to personal experiences.
11.1137 seek other literary **texts** and **media** as the result of a literary experience.
11.1138 compare characters within a selection and between literary works.

ENGLISH LANGUAGE ARTS STANDARD FOUR

Students will use literary knowledge accessed through print and visual media to connect self to society and culture.

END OF CLUSTER EXPECTATIONS

By the end of **grade 8**, ***using literature appropriate for age, stage, and interests***, students will be able to

- respond to

By the completion of Grade 10, *using literature appropriate for age, stage, and interests*, students will be able to

- respond to literary **text** and **media** using interpretive, critical, and evaluative processes by
  - making inferences about content, events, characters, setting, **theme**, tone, mood, and author's **purpose**;

literary **text** and **media** using interpretive, critical, and evaluative processes by

- making inferences about content, events, characters, setting, and author's **purpose**;
- ***identifying the effect*** of **literary devices** such as **figurative language**, allusion, diction, dialogue, description;
- ***interpreting the impact*** of authors' decisions such as word choice, style, content, and literary elements;
- recognizing **literary merit**;
- understanding the differences between **genres** and the ***author's intent in choosing a particular genre;***
- ***identifying the effect*** of **point of view**.

- ***interpreting the effect*** of **literary devices** such as **figurative language**, allusion, diction, dialogue, description;
- ***evaluating the impact*** of authors' decisions such as word choice, style, content, and literary elements;
- recognizing **literary merit**;
- understanding the differences between **genres** and the author's intent in choosing a particular **genre**;
- ***explaining the effect*** of **point of view**.

By the completion of Grade 10, *using literature appropriate for age, stage, and interests*, students will be able t

The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

PERFORMANCE INDICATORS
Response To Literary Text And Media

Grade Eight

Students will be able to

8.1114 make inferences about content, events, characters, setting, and author's **purpose**.
8.1115 identify the effect of **literary devices** (e.g., word choice, content).
8.1116 interpret the impact of authors' decisions such as word choice, style, content, and literary elements.
8.1117 recognize **literary merit**.
8.1118 understand the differences among **genres** and the author's intent in choosing a particular **genre**.
8.1119 identify the effect of **point of view**.

Grade Nine

Students will be able to

9.1126 make inferences about content, events, characters, setting, **theme**, tone, mood, and author's **purpose**.
9.1127 understand that a single **text** will elicit a wide variety of responses, each of which is valid from a personal, subjective perspective.
9.1128 interpret the effect of **literary devices** (e.g., **figurative language**, allusion, diction, dialogue, description).
9.1129 evaluate the impact of the author's decisions (e.g., word choice, style, content, literary elements).
9.1130 recognize **literary merit**.
9.1131 understand the differences between **genres** and the author's intent in choosing a particular **genre**.
9.1132 explain the effect of **point of view**.

Grade Ten

Students will be able to

10.1124 make inferences about content, events, characters, setting, **theme**, tone, mood, and author's **purpose**.
10.1125 understand that a single **text** will elicit a wide variety of responses, each of which is valid from a personal, subjective perspective.
10.1126 interpret the effect of **literary devices** (e.g., **figurative language**, allusion, diction, dialogue, description).
10.1127 evaluate the impact of the author's decisions (e.g., word choice, style, content, literary elements).
10.1128 recognize **literary merit**.
10.1129 understand the differences between **genres** and the author's intent in choosing a particular **genre**.
10.1130 explain the effect of **point of view**.

Grades Eleven and Twelve

Students will be able to

11.1139 make inferences about content, events, characters, setting, **theme**, tone, mood, and author's **purpose**.
11.1140 understand that a single **text** will elicit a wide variety of responses, each of which is valid from a personal, subjective perspective.
11.1141 interpret the effect of **literary devices** (e.g., **figurative language**, allusion, diction, dialogue, description).
11.1142 evaluate the impact of the author's decisions (e.g., word choice, style, content, literary elements).
11.1143 **analyze** the ways in which the attitudes, events, and values of an era shape an author's **text**.
11.1144 evaluate **literary merit** and provide support.
11.1145 understand the differences between **genres** and the author's intent in choosing a particular **genre**.
11.1146 explain the effect of **point of view**.

ENGLISH LANGUAGE ARTS STANDARD FOUR

Students will use literary knowledge accessed through print and visual media to connect self to society and culture.

END OF CLUSTER EXPECTATIONS

By the end of **grade 8**, ***using literature appropriate for age, stage, and interests***, students will be able to

- demonstrate an appreciation for a broad range of

By the completion of Grade 10, *using literature appropriate for age, stage, and interests*, students will be able to

- demonstrate an appreciation for a broad range of

culturally diverse literary texts and media created by historical, modern, and contemporary authors through

- responding to literary **texts** and **media** representing the diversity of American cultural heritage inclusive of ages, genders, nationalities, races, religions, and disabilities;
- responding to literary **texts** representative of various historical periods ranging from the ancient world to the present;
- responding to **texts** representative of world literature.

- apply knowledge gained from literature as a basis for understanding **self and society** by
  - using literature as a resource for shaping decisions;
  - using literature as a resource for understanding social and political issues.

culturally diverse literary texts and media created by historical, modern, and contemporary authors through

- responding to literary **texts** and **media** representing the diversity of American cultural heritage inclusive of ages, genders, nationalities, races, religions, and disabilities;
- responding to literary **texts** and **media** representative of various historical periods ranging from the ancient world to the present;
- responding to literary **texts** and **media** representative of world literature.

- apply knowledge gained from literature as a basis for understanding **self and society** by
  - using literature as a resource for shaping decisions;
  - using literature as a resource for understanding social and political issues.

The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

PERFORMANCE INDICATORS
Connection of Self With Society And Culture

Grade Eight

Students will be able to

8.1120 respond to literary **texts** and **media** representing the diversity of American cultural heritage inclusive of ages, genders, nationalities, races, religions, and disabilities.
8.1121 respond to literary **texts** representative of various historical periods ranging from the ancient world to the present.
8.1122 respond to **texts** representative of world literature.
8.1123 use literature as a resource for shaping decisions.
8.1124 use literature as a resource for understanding social issues.

Grade Nine

Students will be able to

9.1133 respond to literary **texts** and **media** representing the diversity of American cultural heritage inclusive of ages, genders, nationalities, races, religions, and disabilities.
9.1134 respond to literary **texts** and **media** representative of various historical periods ranging from the ancient world to the present.
9.1135 respond to literary **texts** and **media** representative of world literature.
9.1136 use literature as a resource for shaping decisions.
9.1137 use literature as a resource for understanding social and political issues.

Grade Ten

Students will be able to

10.1131 respond to literary **texts** and **media** representing the diversity of American cultural heritage inclusive of ages, genders, nationalities, races, religions, and disabilities.
10.1132 respond to literary **texts** and **media** representative of various historical periods ranging from the ancient world to the present.
10.1133 respond to literary **texts** and **media** representative of world literature.
10.1134 use literature as a resource for shaping decisions.
10.1135 use literature as a resource for understanding social and political issues.

Grades Eleven and Twelve

Students will be able to

11.1147 respond to literary **texts** and **media** representing the diversity of American cultural heritage inclusive of ages, genders, nationalities, races, religions, and disabilities.
11.1148 respond to literary **texts** and **media** representative of various historical periods ranging from the ancient world to the present.
11.1149 respond to literary **texts** and **media** representative of world literature.
11.1150 use literature as a resource for shaping decisions.
11.1151 use literature as a resource for understanding personal, social and political issues.

GLOSSARY

analogy A comparison of two or more similar objects.

analyze To separate a thing into its parts and then examine each part closely.

active voice Writing which indicates that the subject of a verb is doing something.

ambiguity Having two or more possible meanings thus making the writing unclear.

appropriate (1) In terms of language use, *appropriate* is the language which best serves the speaker/writer's purpose with the intended audience.
(2) In terms of selection of reading material and literature, the concept of *appropriateness* involves numerous important factors (e.g., the complexity of the text; subject matter with which students can identify; the correlation between the students' experiences, strategies, skills, concepts, and vocabulary and those which are required in order for students to construct the meaning of the text successfully and

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fluently).

assimilate To take in or comprehend completely.

audience The person or persons to whom written or oral communication is addressed.

authentic tasks Activities that ask students to do something they might have to do in the course of their lives, or to apply certain knowledge and/or skills to situations they might actually encounter.

critical thinking Exercising careful judgment.

critique A critical examination of a piece of literature, writing, or art in order to assess its value as judged against an established set of standards.

deductive reasoning The process of starting with a general idea/statement and reasoning to a specific point or conclusion.

divergent thinking The ability to elaborate and expand in order to generate new ideas or alternative interpretations of given information.

documentation Written evidence of sources of information used in text.

fluently Reading orally with minimal hesitations.

figurative language Individual or groups of words that connect an idea to something new to create an understandable image for a reader.

genre Kind of literature based on its style, form, and content.

graphic organizers Charts, graphs, boxes, etc., printed to aid in the development of writing.

inductive reasoning The process of starting with specific details or facts and reasoning to a generalization.

literary devices Words or phrases which define specific vocabulary unique to writing.

literary merit A value judgment of text based on specific qualities (e.g., subject matter, content, style).

media Means of mass communication (e.g., newspapers, magazines, television, films).

modes of development Strategies or manners for thinking and developing ideas, e.g.,

- Cause and effect—detailing the connection between a result and the event(s) that preceded it.
- Classification—grouping objects together based on their similarities.
- Comparison—identifying and explaining the similarities present in two subjects (topics).
- Contrast—identifying and explaining the differences between two subjects.
- Definition—identifying the class/category in which an object belongs and then showing (delineating) how the object's unique characteristics distinguish it from other members of the same class/category.
- Description—creating a vivid impression of the topic so the reader can visualize it easily.
- Evaluation—making a value judgment that is supported by evidence.
- Exemplification—using specific illustrations/experiences to clarify the topic.
- Narration—telling a story or telling about an event (real or fictional).

oral texts A form of communication that triggers the auditory sense.

parallel structure The repetition of phrases or sentences that are similar in meaning and structure.

passive voice Writing in which the subject of the sentence is the receiver of the action.

plagiarizing Presenting someone else's ideas as your own; cheating by copying another's ideas.

point of view The perspective from which an author chooses to tell a story (e.g., first person, third person, omniscient).

primary sources Origins of authentic firsthand information (e.g., interviews, questionnaires, observations, diaries, autobiographies, historical documents).

purpose The writer/speaker's specific intention (e.g., to inform, to persuade, to express oneself), called "function by some scholars.

reading strategies Methods used by a reader to promote comprehension and retention of the text (e.g., KWL, mapping, graphic organizers, SQ3R, association, context clues).

rhetorical forms The full spectrum of options available to the speaker or writer. Considerations for the forms which discourse might take include, but are not limited to, genre, subject matter, situation, audience, convention, context.

secondary sources Origins of secondhand information (e.g., books, magazines).

self-evaluation The process by which writers or speakers judge the value of their own work based on a set of standards.

synthesize To combine parts from various sources into something new.

technological forms of information Data obtained from such sources as the Internet, electronic data bases, etc.

technologies Devices which include but are not limited to pen, pencil and paper, audio and video materials, typewriters, word processors, computers, interactive devices, and telecommunication.

text Any language-based communication, whether written, spoken, audio or video taped, or transmitted electronically.

theme A central idea in oral or written text or in a form of media.

thesis statement A sentence containing the purpose, intent, or main idea of a piece of writing.

transitions Units of writing which connect paragraphs or direct logical flows of thought from sentence to sentence and paragraph to paragraph.

voice An author's natural, personal style of writing.

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